

SAFEGUARDING AND CHILD PROTECTION POLICY

At Glenthorne High School, the safety and welfare of our pupils is of the paramount importance. Because of the day-to-day contact with children, our staff are well placed to observe the outward signs of abuse. All adults working in the school must protect children from harm and abuse and be aware that any pupil may be at risk. Under the Education Act 2002 and Children Act 1989 we have a duty to safeguard and promote the welfare of our pupils and students by identifying any child welfare concerns. In accordance with the recommendations from the Keeping Children Safe in Education September 2020 DfE document we will take swift action to address concerns in partnership with families, and other agencies, where appropriate.

We ensure that issues of child protection are raised with pupils and students through the Personal, Social and Health Education (PSHE) curriculum and through a specific module of work in ICT to emphasise the dangers that pupils and students can encounter whilst on the internet and using other technologies, these include incidents of cyber-bullying and 'sexting'. This course is predominantly based on the Thinkuknow resources and follows the Child Exploitation and Protection Centre (CEOP) guidance (see E-Safety Policy Appendix B and ICT Policy for further details).

Our policy applies to all staff, governors and volunteers working in the school. The key is that it is a child-centered approach and the needs of the child are paramount. There are a number of elements to our policy:

- Ensuring safe recruitment practice in checking the suitability of all our staff and volunteers to work with children;
- Raising awareness of child protection issues amongst all staff and volunteers and of what to do if they have concerns;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse;
- Developing effective links and sharing information with relevant agencies and co-operating as required with their enquiries regarding child protection matters including attendance at case conferences and core group meetings;
- Establishing and maintaining a safe environment in which children feel secure and are encouraged to talk freely about anything that concerns them;
- Ensuring children know there are adults in the school who they can approach if they are worried about anything;
- Including opportunities in the PSHE and ICT curriculum to develop and equip pupils and students with the skills needed to recognise risks and stay safe from abuse;
- Supporting pupils and students who have been abused or may be at risk of harm in accordance with any agreed child protection or child in need plan;
- Ensuring we respond appropriately to any concern or allegation about a member of staff or volunteer
- Ensuring staff follow accepted "safe practice" principles when working with pupils or students. Early identification and interventions are crucial to prevent concerns from escalating. This message is constantly reinforced with staff.

If there are Child Protection concerns, the **London Child Protection Child Protection Procedures** ('Working Together to Safeguard Children' July 2018) must be followed (available

online). The Sutton Local Safeguarding Children Partnership (LSCP) has adopted these procedures. This policy and procedure also accords with:

- DfE guidance - "Keeping Children Safe in Education: statutory guidance for schools and colleges" (DfE September 2020); and
- "Working Together to Safeguard Children" (HM Government, 2015) and "What to do if you're worried a child is being abused: advice for practitioners" (HM Government, 2015)

If lower level concerns or needs (i.e. not child protection) are identified about a particular pupil or Student, other interventions including the Early Help Assessment Tool (EHAT) should be followed.

DEFINITION

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. The term 'children' refers to all pupils and students at Glenthorne High School.

SPECIFIC SAFEGUARDING ISSUES

Safeguarding action may be needed to protect children and learners from specific safeguarding issues such as:

- Abuse: Neglect, physical, sexual and emotional
- Disguised compliance
- Children missing in Education (CME)
- Children who are home schooled ('Hidden Children')
- Radicalisation / extremism
- So-called 'Honour Based' Abuse
- Breast Ironing
- Mental health concerns including self-harm (See: Appendix B for definitions)
- Bullying including on-line (cyber) bullying and prejudice-based bullying
- Racism, disability, homophobic or transphobic abuse
- Gender based violence
- Domestic Abuse
- Poor parenting
- Child sexual exploitation (CSE)
- Child Criminal exploitation (CCE)
- The impact of new technologies on sexual behaviour
- Substance misuse
- Female Genital Mutilation (FGM)
- Forced marriage
- Fabricated or induced illness
- Faith abuse
- Private fostering
- Sexting (Youth Produced Sexual Imagery)
- Peer on peer abuse/harms
- Teenage relationship abuse
- Serious Violent Crime (including gang violence and knife crime)
- Sexual violence (See: Appendix C for definitions)
- Sexual harassment (See: Appendix C for definitions)
- Children with family members in prison
- Children and the court system
- Homelessness
- Adverse Childhood Experiences (ACEs)

- Trauma and Attachment issues
- Upskirting
- Knife Crime
- County Lines

See: Appendix C for further and full safeguarding definitions

RECOGNITION

The first indication of concern about a pupil or student's welfare is not necessarily the presence of a serious injury. Concerns may be (but not exclusively) because of:

- bruises or marks on a pupil or student's body;
- remarks made by the pupil or student, another pupil or student, a parent or another adult;
- observations of the pupil or student's behaviour;
- unexplained changes in the pupil or student's behaviour or personality;
- evidence of disturbance or explicit detail about abuse or possible abuse in a pupil or student's play, drawing or writing;
- evidence of inappropriate and/or unsafe behaviour online;
- evidence of neglect, failure to thrive or exposure to unnecessary risks;
- unauthorised absence from school; a child going missing from education is a potential indicator of abuse or neglect therefore staff must be alert to and look out for signs and individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM (Female Genital Mutilation) and forced marriage. The local authority must be notified if a pupil is to be deleted from their school register so that pupils who are potentially missing education can be identified.
- information about the parent(s) or carer(s) of the child or their home background.

DESIGNATED STAFF FOR CHILD PROTECTION

Our designated senior members of staff are Michelle Alletson (named DSL), Ally Tiltman (DSL for Y9), Alice Jobson (DSL for Y10) and Chris Murphy (DSL for KS5). They are responsible for child protection issues. Any member of staff concerned about a pupil or student will tell the relevant designated safeguarding lead immediately. If none of them are available, staff should talk to the Headteacher or Deputy Headteacher. We also have a nominated governor for child protection who is Trevor Knight and a deputy, Kevin Mohr.

The designated safeguarding leads have a responsibility to:

- Refer all cases of suspected abuse to the local authority children's social care and the local authority designated officers (LADO). For child protection concerns which concern a staff member, the Disclosure and Barring Service and/or the Police will be contacted whilst taking into account the full context of a situation which will include a student's social sphere – defined as contextual safeguarding.
- liaise with the Headteacher to inform him of issues, especially ongoing enquiries and police investigations.
- liaise with the nominated governor and his deputy
- liaise with the Children's Social Services, Police and other agencies on individual child protection cases.
- act as the contact staff within the school, providing advice and support and ensuring that all staff (including temporary, supply staff and volunteers and members of the governing body) are aware of their roles.
- Investigate incidents of cyber-bullying and/or sexting deemed as Child Protection matters as they are reported and act on behalf of other members of staff. (see Appendix B – E-Safety policy)
- be responsible for co-ordinating action within the school on child protection issues;

- discuss individual cases with staff on a “need to know basis” to protect children's right to confidentiality;
- oversee the planning of any curricular or other provision in relation to child protection matters.
- With any other relevant staff, represent the school at child protection conferences and be a member of a “Core Group” if required.
- Ensure mechanisms are in place to assist staff in understanding and discharging their role and responsibilities as set out in Keeping Children Safe in Education Part 1 and Appendix A as well as ensuring staff read this Policy. Staff should also be familiar with the London Child Protection Procedures and any other relevant guidance and updates.
- Raise awareness about child protection on an ongoing basis.
- Attend training regularly; and keep up-to-date with safeguarding developments, including any updates to the “Prevent” strategy.
- Ensure all staff (including support staff) receive full child protection training as part of their induction, then every 3 years, as well as regular CP training updates during the intervening periods, to ensure continued high levels of awareness. We maintain an electronic log of all staff CP training and when new CP documentation is issued to staff, they are required to confirm in writing that this has been received and read so a record can be kept. The designated safeguarding leads must also ensure that ALL staff fully understand the school’s safeguarding and child protection policy.
- As part of training, ensure that all staff are aware of the school’s behaviour policy, staff code of conduct, and procedures for children missing education.
- Take responsibility for training staff on FGM, Early Help, Sexual Abuse and Harassment, Peer-on-Peer abuse and so called ‘Honour-based’ Violence.
- Ensure all staff understand the additional safeguarding vulnerabilities of learners with SEN and disabilities, and how those barriers can be overcome
- Ensure all staff receive PREVENT training (safeguarding against the radicalisation of children towards extremist views). Schools are expected to assess the risk of children being drawn into terrorism and staff must be able to demonstrate a general understanding of the risks affecting children in the area and how to identify individual children who may be at risk of radicalisation and what to do to support them. The designated safeguarding leads must be able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- The safeguarding leads should understand when it is appropriate to make a referral to the Channel programme, which focuses on providing early support and intervention and provides a mechanism for school to make referrals if they are concerned that an individual might be vulnerable to radicalisation. The member of staff who raised the original concern must be aware that they may be called upon to address a Channel Panel to give evidence if this is deemed necessary.
- Ensure that staff receive training, guidance and advice on FGM and that staff are aware of the law and statutory guidance, particularly teachers’ mandatory duty to personally report known cases of FGM in addition to liaising with the DSL.
- Ensure that staff are aware of their responsibilities to safeguard and support women and girls affected by FGM:
 - To be able to identify a girl at risk of FGM and respond accordingly
 - To be able to identify a girl who has had FGM and respond accordingly
 - To implement measures that can prevent the practice of FGM – this particularly concerns staff being aware of and reporting to the relevant Safeguarding Lead parents planning to take their daughter to a country where FGM is prevalent.
- Ensure that staff are aware of their responsibilities to safeguard and support pupils affected by Honour Based Violence:
 - To be able to identify a pupil who is a victim of Honour-Based violence and respond accordingly

- To implement measures that can prevent Honour-Based Violence – this particularly concerns staff being aware of and reporting concerns to the relevant Safeguarding Lead.
- Ensure that staff are aware of the different forms of peer on peer abuse (including relationship abuse, sexting and serious youth violence) as well as the different gender issues that can be prevalent when dealing with Peer on Peer abuse (for detailed information on Sexting see the Anti-Sexting Policy – Appendix A and detailed information on E-Safety incidents can be seen in our E-Safety Policy – Appendix B) Staff should understand that abuse should never be tolerated. Peer-on-peer abuse is most likely to include, but not limited to: bullying (including cyber- bullying), physical abuse, gender based violence/sexual assaults, sexting, and initiation/hazing type violence and rituals. Any instance of Peer on Peer abuse which **may** put a child at significant risk must be referred immediately to the relevant Safeguarding Lead.
- Ensure that the designated safeguarding leads receive regular training in order to understand the assessment process for providing early help and intervention to young people in need, have a working knowledge of how local authorities conduct child protection conferences and be able to attend and contribute to these.
- Ensure that any issues of child protection (self-harm, child sexual exploitation, female genital mutilation and preventing radicalisation) resulting from internet use are promptly addressed (see E-Safety Policy – Appendix B)
- Ensure that a filtering and monitoring regime is in place for both staff and pupil internet use and escalate safeguarding concerns appropriately (see E-Safety Policy – Appendix B & ICT Policy)
- Attend the Sutton Child Protection Designated Safeguarding Lead network at least once each term.

THE ROLE OF INDIVIDUAL STAFF

- Everyone in the school must be alert to the possibility that any pupil or student regardless of race, religion, culture, class or family background, could be the victim of abuse or neglect and must be familiar with these procedures. Concern about a pupil or student must be discussed with one of the designated safeguarding leads immediately so that if necessary, a referral can be made without delay.
- Members of staff should **not** investigate child protection concerns. This is done by Children’s Social Services (in Sutton, the Children and Family Service) or the Police via the Multi Agency Safeguarding Hub (MASH). However, if a pupil or student says something, it is vital to listen carefully, so you can record and report it accurately.
- Everyone in the school also has a responsibility to identify pupils who would benefit from ‘early help’.
- Early help means providing support as soon as a problem emerges at any point in a child’s life. In the first instance staff should discuss early help requirements with the Head of Year who will then escalate to the designated safeguarding lead if appropriate. Once a referral has been received the safeguarding lead will then refer pupils for early help once deemed necessary.
- All staff should be aware that there **may** be an increased need for early help if, for example, a child is disabled, has special educational needs, is a young carer, is a looked after child or post looked after child or is at risk of being drawn into a harmful situation.
- All staff need to consider ‘contextual safeguarding’ the whole picture of a young persons’ situation and it’s affect on their level of risk.

CONFIDENTIALITY OF RECORDS

- Our pupils, students and parents have the right to expect that all staff will deal sensitively and sympathetically with their situation. It is important that information is only available to

those who need to know it. Parents and, where appropriate, pupils and students should be told their right to confidentiality may be breached if information comes to light suggesting possible harm to a child or young person. Child protection issues relating to individual cases must not be subject to open discussion in the staff room or elsewhere in the school.

- Members of staff should also remember not to promise to pupils or students to keep "secrets".

WORKING WITH CHILDREN

We recognise that children or young people, who are abused, neglected, or who witness either of these things, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavor to support the pupil or student through:

- the content of a broad and balanced curriculum;
- the school ethos which promotes a positive, supportive and secure environment and gives pupils and students a sense of being valued, especially those who are vulnerable.
- liaison with other agencies that support the pupil and student such as social services, the child and adolescent mental health service and the educational psychology service.
- ensuring that, where any children have a designated social worker this fact is always taken into consideration when making any decisions regarding their safety, welfare and/or educational outcomes.
- ensuring that, where a pupil or student with a child protection plan leaves the school their information is transferred securely to any new school or college immediately and that the social worker is informed.
- A wide range of support defined in our wellbeing strategy.

RECRUITMENT, SELECTION, TRAINING AND SUPERVISION OF STAFF AND VOLUNTEERS

- In our recruitment and selection of staff and volunteers we will at all times adhere to the appropriate guidance, "Keeping Children Safe in Education: statutory guidance for schools and colleges" (DfE September 2020).
- In particular, we will ensure that our interview panelists are appropriately trained, that we always follow up gaps in previous employment, that we always require specific references from employers for the last five years and that for all posts, paid and voluntary, the appropriate Disclosure and Barring (DBS) checks are conducted.
- For all governors, members of the leadership team, Subject Leaders, and Heads of Year, we will carry out a section 128 check
- Any volunteers working within the school will be risk assessed prior to starting duties. Following this, an enhanced DBS will be carried out if necessary.
- We keep a central record of all staff with the date and outcome of their DBS check so that staff and pupils and parents can be assured this has been done. This is checked on a regular basis by the safeguarding and child protection governors.

CONTRACTORS AND OUTSIDE SERVICES

We expect all contractors providing services within the School whose staff have access to school premises to comply with this policy. We will where appropriate ensure we seek written assurance of compliance including any necessary DBS checks where unsupervised regulated activity is delivered.

CHILD PROTECTION PROCEDURE FOR ALL STAFF

If concerns arise about the welfare of a pupil or student the following procedure must be followed:

- **DO NOT DELAY**
- Tell the relevant designated safeguarding lead as soon as you can. Do not leave notes in

their pigeonholes or send emails as they may not get back to check their messages until the end of the day and the child may have gone home

- If you suspect that an incident of 'sexting' has taken place, the same procedures should be followed. Refer without delay to the relevant Head of Year or Designated Safeguarding Lead but be mindful of protecting yourself by NOT viewing any material that may be deemed to be illicit or inappropriate (see Anti-Sexting Policy – Appendix A)
- Early referral gives more time to offer help to the pupil, student and family before the situation becomes severe or serious
- When the matter is already severe or serious, early referral gives more time for others to protect the pupil or student
- The designated safeguarding leads may consult the Children's Social Services of the child's borough (in Sutton, the Children and Family Service) via the MASH team.

MAKE APPROPRIATE RECORDS

- At the earliest opportunity make a written record of your concerns - record facts accurately, these notes will help to ensure accuracy in recalling events later - notes should be legible, signed and dated or wherever possible should be recorded directly on to the Child protection Online Management file (CPOMs).
- Any physical notes must be given to the relevant designated safeguarding lead as soon as possible as a hard copy will be kept on the pupils' file
- Where incidents of sexting occur, the collection of evidence can prove crucial. When dealing with pupils who are in possession of such evidence, it is appropriate to confiscate the electronic device so the incident can be dealt with by the relevant Designated Safeguarding lead and/or the Police.

CONCERN FROM SOMETHING THE CHILD SAYS

- **Listen** - do not ask questions or interrogate.
- **Remain calm** - if you are shocked, upset or angry the pupil or student will sense this and this could stop them from saying more.
- **Reassure** - the pupil or student they have done nothing wrong - tell them it is alright to talk.
- **Do not promise to keep it secret** - tell the pupil or student you cannot keep the matter secret and will need to take advice from someone who can help.

REFERRAL PROCESS

Referrals to Social Services or the Police would usually be made by one of the designated safeguarding leads or the Headteacher. In the event of their absence, a referral should not be delayed and should be made (see London Child Protection Procedures for details) to Sutton Multi Agency Safeguarding Hub (MASH) by the appropriate member of staff, ensuring that the relevant safeguarding lead is informed. Guidance on how to make a referral can be found at:

https://www.sutton.gov.uk/info/200235/safeguarding_children/473/what_to_do_if_youre_worried

The MASH social care team or the Education Safeguarding Children's Adviser will be happy to discuss concerns even if you are not sure at that stage that a referral needs to be made. They can be contacted on 020 8770 6001.

Remember:

- if in doubt, consult;
- do not ignore concerns, even if these are vague;
- your first responsibility is to the pupil or student; and
- if you need help or support to manage your own feelings, this can usually be provided.

The designated safeguarding lead handling the referral may consider escalating concerns within children and family services if there is still no improvement in the situation for an individual child.

CONTACT WITH THE FAMILY

- In cases where sexting has occurred it is procedural to report concerns to parents or carers.
- In cases where a minor physical injury causes concern, it is usual school practice to discuss this with the parent or carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the pupil or student from harm), the parent or carer should be informed that the matter will be referred to the Children and Family Social Work Service. In cases of possible neglect or emotional abuse, the concern may have built up over a period of time. There may have been discussion previously between school staff and the family about sources of help (e.g. the Children and Family Social Work Service), but if concerns persist, the relevant designated safeguarding lead will need to refer to the MASH and will normally advise the family of this.
- **In cases where there are suspicions of sexual assault, sexual abuse, serious cases of fabricated or induced illness or immediate risk of serious harm, the relevant designated safeguarding lead will seek immediate advice from the MASH or Emergency Duty Team before discussing this with the family.**
- Contact should be made with the family by the relevant designated safeguarding lead or in their absence by another member of the leadership team, the MASH social care team or the Education Safeguarding Children's Adviser.

RECORDING

- All records relating to child welfare concerns will be kept chronologically in an individual file and the file will be kept secure - a chronology of concern will be kept on a secure data base (CPOMS);
- Where there are concerns about a pupil or student, their file is easily distinguishable from others where there are no concerns.
- We will keep written records of any concerns about pupils or students, even where there is no need to refer the matter immediately;
- Information from records will only be used on a "need to know" basis;
- Staff will be notified as necessary when a pupil or student is subject to a Child Protection Plan (previously the Child Protection Register), so they can monitor the pupil or student's welfare;
- Records relating to the pupil or student's welfare will remain on the pupil or student's file as long as the pupil or student remains at the school and upon leaving, securely archived with their main school file;
- When the pupil or student leaves for a new school, the new school will be advised in writing that the school's records contain information about child protection concerns even where these are no longer current.

CONCERN ABOUT A STAFF MEMBER, VISITOR OR VOLUNTEER

The school follows the 'Keeping Children Safe in Education' guidance on allegations of abuse made against teachers and other staff, the key points of which are detailed below:

- Allegations or concerns about a member of staff, worker or volunteer MUST immediately be referred to the Headteacher (or the chair of governors if the concern is about the Headteacher);
- The Headteacher (or chair of governors) will consult the Local Authority Designated Officer (LADO);
- Following consultation, the Headteacher (or chair of governors) will decide on possible appropriate action and / or further investigation immediate referral to the MASH for consideration of disciplinary proceedings
- It is important to bear in mind that although the concern may relate to an individual pupil or student, other pupils or students may also be at risk;
- The procedures in the Sutton LSCP Arrangements and "Keeping Children Safe in Education" September 2020 DfE) will be followed in such cases;

- Where appropriate, consideration will be given to referral of a member of staff to the Disclosure Service (DBS).
- Staff and volunteers should feel able to raise concerns about poor or unsafe practice and/or potential failures in the school's safeguarding regime. Appropriate whistleblowing procedures are in place for such concerns and such concerns should be reported to the Local Authority Designated Officer (LADO) to give support and direction on how to proceed

HARM, FROM OR TO, OTHER CHILDREN

- Peer-on-peer abuse or concerns about abuse or harm by other children or young people should be subject to the same safeguarding procedures as those relating to children and young people being abused by an adult;
- Glenthorne High School's Anti-Sexting Policy (see appendix A) clearly states that incidents of cyber-bullying and sexting will not be tolerated. Sexting may be dealt with as a CP or disciplinary matter, depending on the circumstances matter, perpetrators will be sanctioned in line with our Behaviour Policy and we will offer support to any victims of such activity, as appropriate.
- Professionals responding should be alert to the risk a child may pose to children other than any "current" victim; and
- Children or young people who harm others are likely to have considerable needs themselves (e.g. subjected to abuse, witnessed domestic violence or committed criminal offences).

USE OF REASONABLE FORCE

Staff should only use physical intervention in particular circumstances, and that even when necessary, the minimum force should be used to prevent harm to the child or another child or adult. Risk assessments will be carried out where individual pupils have additional needs or challenges that mean there is an increased likelihood of physical interventions being required and individual plans will be developed and shared/agreed with the parents/carers. Physical intervention, which causes injury or severe distress to a child, may have to be considered under child protection or disciplinary procedures.

CHILDREN WITH SEND

Children with special educational needs or disabilities can experience additional safeguarding challenges. It is vital that all staff are aware of the barriers which need to be overcome when recognising any potential abuse and neglect suffered by those children with special educational needs or disabilities. Additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

MENTAL HEALTH

When a child exhibits mental health problems, this can in some cases be an indicator that a child have suffered or is at risk from suffering abuse, neglect or exploitation. If a child has suffered abuse, neglect or and other potentially traumatic adverse childhood experience it can have a lasting impact throughout their childhood and beyond.

- Although only appropriately trained professionals can make a full diagnosis of a mental health problem, school staff are well placed to observe children and identify if they are having a mental health issue. All staff will refer pupils to the school's pastoral team if any mental health issues are suspected and if any potential abuse, neglect or exploitation is considered, it will be referred directly on to a DSL.

REQUESTS FOR ASSISTANCE BY OTHER AGENCIES

- School staff have a legal duty to assist local authority Children's Social Services or the Police when they are making enquiries about the welfare of pupils or students;
- Information about a pupil or student must therefore be shared on a "need to know" basis with other agencies;
- When telephone requests for information are received, these must be referred to the relevant designated safeguarding lead or the Headteacher before any information is divulged. **Always** maintain security by checking the telephone number listing for the caller and calling back to a switchboard number **before** giving information or confirming the pupil or student is on the school roll;
- Requests for attendance at meetings about individual pupils or students (e.g. child protection conferences) should be notified to the relevant designated safeguarding lead, who will arrange preparation of a report and attendance at the meeting;
- Reports should contain information about the child's:
 - academic progress
 - attendance
 - behaviour
 - relationships with children and adults
 - family
 - any other relevant matter;
- Reports should be objective, distinguishing between fact, observation, allegation and opinion;
- Unless otherwise specified reports will normally be made available to the pupil or student's family.

PUPILS OR STUDENTS SUBJECT TO A CHILD PROTECTION PLAN

- The school will be told by the relevant local authority Children and Family Social Work Service when a pupil or student is subject to a Child Protection Plan (previously the Child Protection Register) whether the London Borough of Sutton or another local authority;
- The name of the key social worker must be clearly recorded on the pupil or student's record;
- The school will participate fully in the work of Core Groups for these pupils or students to assist with the objectives of the Child Protection Plan for the pupil or student;
- When a pupil or student is subject to a Child Protection Plan, the school will investigate all unexplained absences even if only of a day; and report to Children's Services where a concern arises.
- When a pupil or student is subject to a Child Protection Plan, the school will report all behavioural changes or other concerns to the key social worker; and
- When a pupil or student who is subject to a Child Protection Plan leaves the school, all the child protection information will be transferred to any new school or college.

MONITORING, EVALUATION AND REVIEW

To ensure the Child Protection policy is fully implemented, the following actions will be taken and any findings acted upon as necessary:

- Governors will monitor the Child Protection Policy each term through Headteacher reports to the governing body.
- The Safeguarding governor will meet the designated safeguarding leads on a termly basis to review implementation of the policy, procedures and recordkeeping in detail and will report to the Full Governing Body on an annual basis.
- All requirements for safe recruitment will be monitored by the Safeguarding governor who will meet the school's Personnel Manager on a termly basis.
- The Child Protection policy, documentation and practice will be evaluated and reviewed by governors on an annual basis to ensure the policy is fit for purpose and is being implemented consistently.

- The Designated Safeguarding Leads will liaise with the Personnel Manager and the clerical support for Child Protection and events to ensure that all staff receive the appropriate induction and training at required intervals.
- The Designated Safeguarding Leads will monitor the PSHE/SMSC and ICT curriculum for the inclusion of principles for "staying safe" and in regard to anti-sexting.
- Records will be kept by an administrative assistant showing date of referral and outcome regarding full referral or alternative action and noting dates of changes to provision.
- Detailed chronologies will be kept of all cases and logged securely on a password protected database (CPOMS). Any paper correspondence will be kept in individuals' files in the locked Child Protection filing cabinet as stated in the policy.
- Any necessary updates to records will be made by an administrative assistant on a weekly basis as appropriate.
- The Headteacher will monitor that these records are up to date biannually and check individual files with the Designated Safeguarding Leads to ensure that the policy is being implemented consistently.
- The Designated Safeguarding Leads will decide with other professionals whether continuing action is required following removal from Child Protection Plans and withdrawal of Social Services intervention at Child in Need meetings.
- Heads of Year and other staff as appropriate should discretely monitor children who have been subject to previous interventions to ensure the welfare of the child is continuing and report any concerns to the relevant Designated Safeguarding Lead.
- The Designated Safeguarding Leads will collect occasional reports on children previously subject to Child in Need meetings or Child Protection Plans to ensure continued welfare.
- The Admissions Manager will liaise with the relevant Designated Safeguarding Lead when pupils/students are removed from the school roll to attend other schools/colleges to ensure that child protection records are sent to the receiving school/college

The policy is reviewed annually or more frequently if specific alterations are required in line with changes in local (LSCP) or national guidance.

CONTACT DETAILS

Sutton

The Multi-Agency Safeguarding Hub (MASH): 0208 770 6001 (referrals and advice)

Fax: 020 8649 0416

Gill Bush – education lead at Sutton – 0208 770 5590 or 07701 280793 (for advice and referrals)

Email: mash@sutton.gov.uk.cjism.net

Merton

Telephone: 02085454226

020 8770 5000 (out of hours)

LB Sutton (out of hours) Children and Families Emergency Duty Social Work Team – 020 8770 5000

Head of Service for Safeguarding and Child Protection: 020 8770 4532 (if unavailable contact the MASH)

Local Authority Designated Officer (LADO): 020 8770 4464 (for any allegations against staff)

LBS Education, Safeguarding Children Adviser, - 020 8649 0414 (if unavailable contact the MASH)

LBS Schools ICT E-safety Adviser: 020 288 5630 (for advice on the misuse of information technology or to book e-safety training for staff, students and parents)

LB Sutton Children & Families, Referral and Assessment Service (RAS) – 020 8770 4243/4263 (when a SW is already allocated)

LB Merton Social Care Children, Schools and Families – 020 8545 4201

FURTHER GUIDANCE

Further guidance can be found in the DfE guide: "What to do if you're worried a child is being abused" available through the following link:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

NSPCC Whistleblowing helpline – 0800 028 0285

Next review date: **July 2021**

ANTI-SEXTING POLICY - Appendix A

Anti-sexting forms part of the Safeguarding Policy but there are references to anti-sexting in the Behaviour and e-safety policies

Definition: the term 'sexting' is a derivation of 'texting' but relates to the sending of indecent images, videos and/or written messages with sexually explicit content. Sexting is also referred to as "youth produced sexual imagery". These are created and sent via electronic communication devices such as mobile telephones, tablets, laptops and desktop computers. They are often 'shared' via social networking sites and instant messaging services.

Aim: Glenthorne High School will not tolerate sexting, it is inappropriate and illegal amongst young people and can have extremely damaging and long-lasting consequences. This policy has been created in order to provide a guide for both staff and pupils as to how the school will proceed and what steps will be taken should an incident of sexting be reported or suspected.

Legal Implications for pupils

Sexting potentially breaches several civil laws concerned with the creation, possession and distribution of child pornography and indecent images. Indecent is not definitively defined in law, but images, including live streaming, are likely to be considered indecent if they are of a provocative nature and/or they depict:

- a naked young person
- a topless girl
- an image which displays genitals, and
- sex acts including masturbation

It is illegal for pupils to make and/or share images such as these, even if they are images of themselves, which have been taken personally or with consent. Pupils who engage in sexting (to any extent) are at risk of receiving a police caution and/or being placed on a register for sexual offenders for a period of several years (which can have serious ramifications in adulthood with regards to employment, travel etc). Sexting can also (in some cases) be viewed as a crime under the Malicious Communications Act. The National Police Chiefs' Council (NPCC) is clear that "youth produced sexual imagery should be primarily treated as a safeguarding issue" and, as such, schools may respond to incidents without involving the police. In certain circumstances, shown below, the police must be involved. When the police are notified about youth-produced sexual imagery, they must record this as a crime.

School policies

Sexting is therefore identified as unacceptable behaviour in the school Behaviour Policy and the possession of pornography is prohibited in school. The misuse of IT, such as sexting, inappropriate comments on social media, being the object of cyber-bullying and online grooming are all potential welfare concerns and identified as such in the Safeguarding and Child Protection Policy and our E-safety Policy.

Our duty

As staff, we have a responsibility to work with parents and carers in ensuring that all pupils are fully aware of the dangers and possible repercussions of sexting. In school, this information will be communicated to pupils during PSHE and SMSC lessons, in assemblies and through parental workshops held in association with the Local Authority.

- Sexting incidents are often complicated as they potentially involve a large number of pupils and those involved could be victims or perpetrators or both. Depending on the specific circumstances and gravity, the incident will be investigated on the discipline-safeguarding continuum:

If an incident of sexting is reported or suspected at Glenthorne High School:

- If "sexting" is reported by the victim or deemed to be a CP matter, then it must be treated as a disclosure of a CP matter and referred to the Designated Safeguarding Lead who, under certain circumstances, will report the incident to the MASH.
- If deemed to be a disciplinary issue or a potential crime, it must be reported to the relevant Head of Year.
- Parents and carers will be notified and the incident will be reported to the local MASH team or the police, as appropriate.
- Pupils will be sanctioned in accordance with our Behaviour Policy. Sexting is a serious offence and dependent on motive, intent, pressure or coercion, those involved may be issued with fixed term or, in extreme cases, even permanent exclusion. Pupils may also be required to attend remedial anti-sexting workshops to ensure that they understand legality, consequences and to work through specific scenarios.
- Pupils may also be subject to interview by the Police and confiscation of their electronic devices.

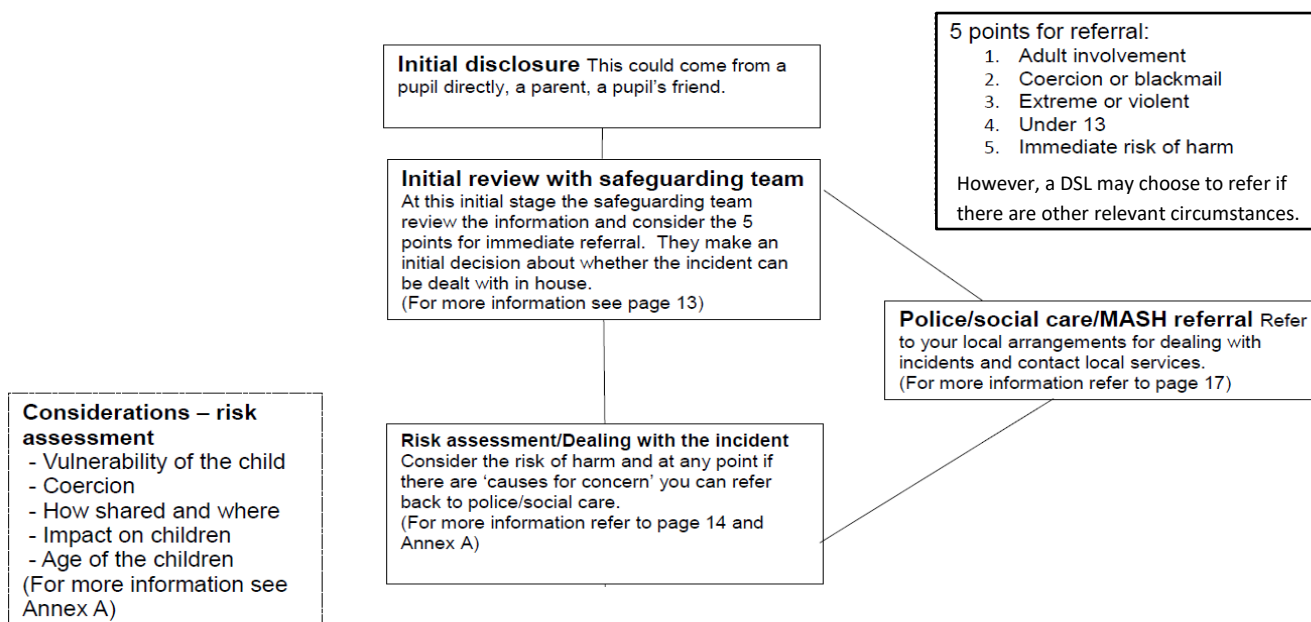
Guidance for staff if you suspect that an offence has been committed:

- If you suspect that "sexting" has taken place, you become aware of indecent images circulating in school or a pupil refers an incident of "sexting" to you, then you must refer it straight away to the relevant Head of Year or the Designated Safeguarding Lead, who are authorised by the Headteacher to investigate such matters
- Although all staff are by law permitted to search pupils without their consent if they have a reasonable suspicion that they may have prohibited items in their possession, such as pornography, you may put yourself at risk of allegations by attempting to deal with this issue or by viewing indecent images yourself, so this is an investigation that should be carried out by Heads of Year or Designated Safeguarding Lead.
- You are not permitted to forward, copy or print any sexting images and may inadvertently implicate yourselves simply by viewing such material.
- If you are in any doubt whatsoever, seek immediate advice from the Designated Safeguarding Lead and refer the issue on.
- Once the DSL has enough information, the decision will be made to deal with the matter in school, refer to the police or to social care by following the "Flow chart for responding to incidents" process included at the end of this policy.
- The Designated Safeguarding Lead will refer to the police or social care if the incident involves any of the following:
 - An adult
 - Coercion, blackmail or grooming
 - Images that show atypical sexual behaviour for the child's developmental stage such as violent or extreme acts.
 - An image showing a sexual act which involves a child under 13
 - A young person at risk of immediate harm as a result of the disclosure

Deleting Images

If the Designated Safeguarding Lead has come to the conclusion that involving other agencies is not necessary, they should then consider deleting the images. It is recommended that pupils are asked to delete the images themselves and confirm they have done so. This should be recorded, signed and dated. Any refusal to delete the images should be treated seriously, reminding the pupil that possession is unlawful.

Flowchart for responding to incidents



This policy will be reviewed in **July 2021**.

E-Safety Policy - Appendix B

An e-safety incident may involve staff and/or pupils in relation to their use of the internet or any other communications technology. All adults working within the school have a responsibility to protect children from harmful and inappropriate material and keep them safe online (including when they are online at home). An e-safety incident could be distressing, illegal or harmful to the pupil and as such, this policy sits alongside our Safeguarding and Child Protection policies and procedures as well as our Anti-Sexting policy. In accordance with the recommendations from the **Keeping Children Safe in Education (September 2020)** this policy seeks to ensure that:

- all members of school community know how to use the internet and other forms of communication technology safely and responsibly
- any issues of child protection (self-harm, child sexual exploitation [CSE], female genital mutilation [FGM] and preventing radicalisation) resulting from internet use are promptly addressed
- procedures are in place to deal with e-safety incidents
- the school implements local and national and statutory guidance

DEFINITION

E-Safety incidents may be defined as the following:

- Bullying via email, texting or social networking services
- False profiles created on social networking sites
- Finding inappropriate content whilst searching the internet
- Using another's password to post false information
- Inappropriate sexual comments or enticements
- Using Bluetooth to manipulate another person's communication device

Incidents of sexting are also defined as e-safety incidents. For any instance of sexting, the school's Anti-Sexting policy should be followed.

THE ROLE OF INDIVIDUAL STAFF

All Staff

- All staff should follow the e-safety protocol listed at the end of this policy
- Depending on the level of risk, staff will refer e-safety incidents to the appropriate Head of Year or the appropriate Designated Safeguarding Lead.
- Staff will follow the guidelines in the school's ICT Acceptable Use policy (See ICT Acceptable use policy)
- Staff will follow the standards laid out in the Teacher's Standards.

Head of PSHE & Citizenship

- Will ensure e-safety and CEOP lessons will be delivered as part of the PSHE/SMSC curriculum. For specific curriculum content see the ICT policy.

Head of Year

- Will apply the sanctions as laid out in the school's behaviour policy for all low risk level e-safety incidents
- Will ensure that e-safety is discussed as part of tutor time and in year assemblies as appropriate
- Will liaise with parents when following up an e-safety incident

Assistant Headteacher - Designated Safeguarding Lead

- Will ensure that staff are kept up to date about developments in e-safety through staff meetings, the staff room and the whole staff bulletin
- May liaise with parents when following up an e-safety incident
- Will liaise with other relevant agencies (Police, MASH, Children's Social Care) when dealing with a high risk level e-safety incident
- Will oversee safeguarding alerts provided by Smoothwall software package

Network Manager

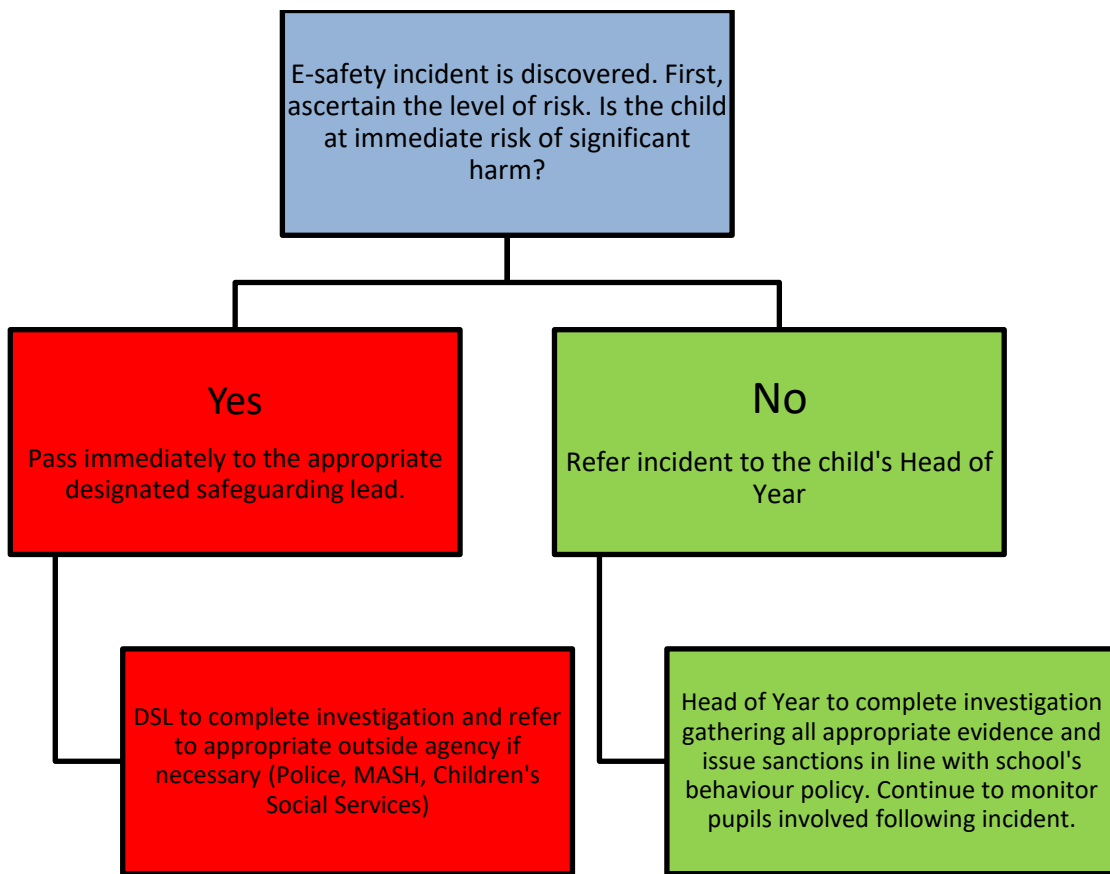
- Will block inappropriate sites and monitor the use of the school internet and email accounts (staff and students) using Smoothwall software package
- Will alert the Assistant Headteacher DSL to any concerns raised by the LA's monitoring systems
- Will alert the LA to any concerns

DEFINITION OF LOW AND HIGH LEVEL RISK E-SAFETY INCIDENTS

The following are defined as low- and high-level risk e-safety incidents:

LOW LEVEL	HIGH LEVEL
Using another's password to post false information	Sexting
Bullying via text, social media or email	Inappropriate sexual comments or enticements
	Finding and viewing sexual or inappropriate content whilst using the internet
	Searching the internet to access information on self-harm, suicide
	Incidents which indicate online radicalisation or extremism

E-SAFETY PROTOCOL



This policy will be reviewed in **July 2021**

Appendix C - DEFINITIONS OF SPECIFIC SAFEGUARDING ISSUES

Bullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the four main types of bullying are: physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling), social (e.g. isolating an individual from the activities, lying and spreading rumours, damaging someone's reputation and carrying out acts behind a person's back to cause humiliation) and cyber (e.g. sending abusive or hurtful texts, emails, posts, images or videos, deliberately excluding others online, spreading gossip or rumours and imitating others online or using their log-in details).

Child Sexual Exploitation (CSE) and Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors, including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups.

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting

illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of 'deal line'.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that most cases happen between the ages of 5 and 8.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. The duty does not apply in relation to at risk or suspected cases.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called honour-based abuse encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called honour-based violence are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of honour-based abuse, they must contact the Designated Safeguarding Lead as a matter of urgency.

Radicalisation and Extremism

Under section of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

Children and young people are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be part of a schools' or colleges' safeguarding approach.

Terrorism: is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

All staff will undertake Prevent awareness training.

Peer on Peer Abuse/Harms

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse/harm. This is most likely to include, but not limited to:

1. bullying (including cyberbullying);
2. physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
3. sexual violence and sexual harassment;
4. upskirting, which typically involves taking a picture under a person's clothing without them

knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

Peer on peer abuse/harm can be a one-off serious incident or an accumulation of incidents. It can involve physical, emotional or sexual abuse. Peer on peer abuse/harm involves someone who abuses a ‘vulnerability’ or power imbalance to harm another and have the opportunity or be in an environment where this is possible. While perpetrators of peer on peer abuse/harm pose a risk to others, they are often victims of abuse themselves.

Upskirting Voyeurism (Offences) Act 2019

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12th April 2019. Upskirting typically involves taking a picture under a person’s clothing (not necessarily a skirt) without their permission or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Private Fostering

The phrase ‘private fostering’ is often misunderstood. There is local authority fostering and fostering by private agencies. However, in law ‘Private Fostering’ is quite different.

From a safeguarding perspective, many private fostering arrangements are ‘hidden’ and, it appears, are rarely brought to the attention of local authorities, even though it is an offence not to inform them. The penalty for non-reporting is a maximum £5,000 fine, but it seems that convictions are extremely rare.

What is Private Fostering?

A private fostering arrangement is one that is made privately (without the involvement of a local authority (or a private sector agency)) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a ‘grandparent, brother, sister, uncle or aunt’ and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins).

The local authority should be notified of the arrangement, at least six weeks before it starts and not to do so is a criminal offence.

Once the local authority has been notified, children’s services have a duty to visit and speak to the child, the parent and the foster carer; and everyone in the foster carers household. Children’s services will then undertake a range of suitability checks including DBS checks on everyone in the household over the age of 16.

Overseas Students

If an overseas student under the age of 16 (or under 18 if disabled) stays with a host for 28 days or more, there is a legal requirement for the host, guardianship agency, language school, agent, or other person or company involved in placing the student, to inform their local authority.

Breast Ironing

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breasts to stop them growing further. Breast Ironing is usually carried out by mothers or other women to protect girls from men. It is believed that the reason they carry out this procedure is to reduce the risk of sexual

harassment, rape, kidnap and forced marriage. Indicators that Breast Ironing has been carried out are chest pains or other discomfort, changes in behaviour and fear of undressing.

Disguised Compliance

Parents who appear to cooperate to avoid professionals getting too close or asking too many questions. There is a tendency by professionals to confuse participation with cooperation. Indicators include parents that put little effort into making changes, limited improvement despite significant input, conflicting views of child and parent, parents align with certain professionals and only engage with part of the plan. The risks of disguised compliance are that cases may drift and lack focus, significant issues may be missed, risks may increase, cases may be closed too early and the child remains at risk of harm. It is important to keep an open mind, use an investigative approach and effective questioning. As professionals we must look beyond the obvious.

Hidden Children

Children who do not attend school can become hidden, which means that we are less able to help and protect them. Some of these children may experience risks within their family, such as abuse and neglect. There may also be risks outside their family, such as radicalisation or exploitation. Protecting children from these external risks is known as contextual safeguarding. Children who do not attend school may be at further risk of not achieving their educational potential. They may not be able to access formal education or employment in the future if they have not gained recognised qualifications. They will also not benefit from the role that schools play in developing children's skills to participate fully and constructively in society.

So which children are we talking about?

1. Children not attending school nor on a school roll, including children who have been excluded both on a permanent or an informal basis and for whom no suitable alternative provision is arranged.
2. Children who fall under the heading 'educated at home', but may not be receiving effective, efficient and suitable education or any education. This includes some children who may not be known to their local authority (LA) or any agencies.
3. Children attending unregistered schools, sometimes under the guise of being electively home educated.
4. Children in alternative provision that is of insufficient quality or is not provided for the required hours.
5. Children without a school place in LAs in which the protocols are not working well enough for hard-to-place children.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. This may have an impact on them in a number of different ways and they may need emotional support.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. This may have an impact on them in a number of different ways and they may need emotional support.

Domestic Abuse

The cross-government definition of Domestic Abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

1. Psychological
2. Physical
3. Sexual
4. Financial; and
5. Emotional

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home-life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

1. NSPCC-UK domestic-abuse Signs Symptoms Effects
2. Safelives: young people and domestic abuse
3. Transform Sutton - 020 8092 7569 / transformsutton@cranstoun.org.uk

National Domestic Abuse Helpline:

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Operation Encompass:

Operation Encompass operates in the majority of police forces across England (including Sutton) It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

Fabricated or Induced Illness

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

Adverse Childhood Experiences (ACEs)

1 in 3 diagnosed mental health conditions in adulthood are directly related to adverse childhood experiences. ACEs can include maltreatment, violence and coercion, adjustment, prejudice, family

adversity, inhumane treatment, adult responsibilities and bereavement and survivorship. If you have witnessed or experienced any of the following before the age of 18 you have suffered an adverse childhood experience: domestic violence, sexual abuse, alcohol abuse, physical abuse, parental separation, drug abuse, verbal abuse, mental ill-health or imprisonment.

Protective factors:

1. Positive and supportive family
2. Safe relationships with peers
3. Access to a supportive community
4. Ability to regulate emotions
5. Acquisition of problem-solving skills
6. Compassionate, professional response
7. Early intervention from services
8. Trauma-informed systems

When talking to someone who has suffered an ACE, don't ask, what is wrong with you? But, what has happened to you?

Trauma and Attachment

A significant number of children are exposed to traumatic life events. A traumatic event is one that threatens injury, death, or the physical integrity of self or others and also causes fear, terror, or helplessness at the time it occurs. Traumatic events include sexual abuse, physical abuse, domestic violence, community and school violence, medical trauma, car accidents, acts of terrorism, war experiences, natural and human-made disasters, suicides, and other traumatic losses.

If a child has experienced trauma they are likely to develop other related behaviours.

These include:

1. the development of new fears
2. separation anxiety (particularly in young children)
3. sleep disturbance, nightmares
4. sadness
5. loss of interest in normal activities
6. reduced concentration
7. decline in schoolwork
8. anger
9. somatic complaints
10. Irritability

Serious Violent Crime

All staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime.

Indicators:

- Unexplained gifts or new possessions – these can indicate that children have been approached by or involved with individuals associated with criminal networks or gangs
- Increased absence from school
- Change in friendships or relationships with others or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries

Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships

that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Therefore, children's social care practitioners, child protection systems and wider safeguarding partnerships need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse beyond their front doors.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside of their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

This policy will be reviewed in **July 2021**